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ABSTRACT

This document provides information for teachers and administrators about 54 tests which can be used with young children (2-5 years of age) to assess and evaluate early childhood education programs. Brief descriptions of the tests, presented in charts, include the following information: the name of each measure its author, the publisher, age or grade level, persons qualified to administer the test (e.g., psychologist, teacher), testing time, test type (e.g., individual vs. group, criterion-referenced vs. norm-referenced), content areas measured, and ways the teacher can use the test results. Included are a subject index of tests, references on testing and the addresses of test publishers. (BH)

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ASSESSMENT AND EVALUATION INSTRUMENTS
FOR EARLY CHILDHOOD PROGRAMS

Supplement to Volume 12

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FLORIDA EDUCATIONAL
RESEARCH AND DEVELOPMENT COUNCIL, INC.

RESEARCH BULLETIN

ASSESSMENT AND EVALUATION INSTRUMENTS
FOR EARLY CHILDHOOD PROGRAMS

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Foreword

An effective evaluation of any educational program depends to a great extent on the quality of data you can collect on students receiving treatment in your program. One of the first steps towards collecting valid and reliable data is to determine what are the objectives of your program, and then how are you going to measure the accomplishment of those objectives. Selecting valid and reliable measurement instruments then becomes an important task. The purpose of this bulletin is to help you accomplish part of this task by providing you with basic information on measurement instruments which might be considered for evaluating early childhood programs. In the final analysis it is up to you to examine carefully the instrument you select to determine if it does measure the key objectives of your program. The authors have provided important basic information that is needed before you even open the instrument and read through the items. This monograph is a supplement to Assessment and Evaluation Strategies for Early Childhood Programs. Once again the authors have demonstrated scholarship and a recognition of the needs of school people in the field. On behalf of FERDC they are to be congratulated for a job well done.

W. F. Breivogel

Guest Editor

If you are interested in the basic bulletin (Assessment and Evaluation Strategies for Early Childhood Programs by Mary K. Dykes, Anne M. Strickland, and Dolores D. Munyer) which discusses the procedures for designing and carrying out an assessment - send a check or money order for \$2.00 to

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Introduction

During the past three years a recurring need has been brought to the attention of the authors by school district administrators and teachers concerning the difficulties in assessing and evaluating preschool and other early childhood education programs. The demand for quality of information collected concerning the effectiveness of new developments in early childhood education has increased significantly. The authors, therefore, have made an effort to find a variety of instruments to help in this task. This bulletin includes assessment instruments that are currently available commercially to help in the assessment and evaluation of early childhood programs.

Instructions for Use of Test Information Chart

The following Test Information Chart is designed to provide a review of basic information regarding specific measurement devices in the early childhood area. Although some measures listed cover an age range from infancy to adult, the majority are directed to the preschool period of two to five years.

Information is outlined under seven headings (columns):

1. Name of Measure and Author
2. Publisher and Date
3. Age/Grade Level
4. Administrator/Time
5. Test Type
6. Areas Measured (Subtests)
7. Teacher Usage

Columns 1-3, 6 and 7 are self-explanatory. Column 4, "Administrator/Time" lists persons qualified to administer the test, record responses and evaluate scores obtained. There are multiple examiners listed in some instances. Diagnostician includes school psychologist, counselors, physicians, or others specially trained in assessment. Decisions as to which examiner listed will actually test a subject will have to be based on individual agency or school requirements, funding, time available, and anticipated use of the test results. The time periods noted in this column indicate only the approximate time interval necessary to adequately administer the test. Checklist indicates that there is no specific time period.

due to the nature of the recording apparatus.

Column 5, "Test Type" provides the following information:

- individual or group test administration
- norm, criterion or developmental referencing
- standardization of the test if indicated
- identification of the norm group if available

The terms "norm, criterion and developmental referenced" have been defined in Assessment and Evaluation Strategies for Early Childhood Programs by the same authors. Please refer to those definitions if additional clarification is required.

These headings are listed across the top portion of the Chart. Measurement devices are listed alphabetically down the Chart. The user need only select a test and read across the page to obtain descriptive data related to the selected title.

Prices have not been noted due to frequent changes and the cost-per-student variations of many measures.

A category-content listing is provided in order to facilitate selection. The areas tested have been put into five categories:

Language

Perceptual Motor

Social-Emotional

General (two or more of the above)

Other (infant, intelligence, subject specific)

A matrix of all measures described has also been developed for quick identification or selection. It matches both the Test Information Chart and the content list as to headings.

Once an individual test or test battery has been chosen for possible use, we advise you to secure a copy of the measure itself, particularly the manual. You may contact the evaluation services of your school district or directly purchase a specimen kit from the publisher in most instances. As mentioned in Assessment and Evaluation Strategies for Early Childhood Programs by the same authors, great care should be exercised in selecting, administering and evaluation young children. No test should be selected on its reputation only, but rather because it meets the criteria you have established.

TEST INFORMATION CHART

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Assessment Program of Early Learning Levels (APELL) Cochran, E.V. and Shannon, J.L.	Edcodyne 1969	4½-7 Younger than 4½ if indi- vidually ad- ministered	Teacher 40 min.	Group or individ- ually if less than 4½ years Criterion refer- enced	Non-verbal areas covered: visual discrimination, auditory association, letter names, discrimina- tion of attributes, number concepts, number facts, nouns, pronouns, verbs, adjectives, plurals, prepo- sitions.	Used to identify defi- ciencies in language skills, pre-reading and pre-motor; manual pro- vides practical instruc- tions for teachers to improve students weak areas.
Basic Concept Inventory (BCI) Engelmann, S.E.	Follett 1967	Preschool through Grade 3 Ages 3-10 years	Teacher, Clinician 20 min.	Individual Criterion refer- enced No norms available Checklist scoring	Broad checklist of basic con- cepts involved in new learn- ing. Uses basic concepts, sentence repetition and com- prehension, and pattern aware- ness tasks.	Designed for culturally disadvantaged preschooler, K. slow learner, ED or MR.
Basic School Skills Inventory (BSSI) Goodman, L. Hammill, D.	Follett 1975	Preschool to Grade 2 Development- ally 4-7 yrs.	Teacher 15-20 min.	Individual Direct observation of academic related skill	Assesses performance areas: basic information, self help, handwriting, oral communica- tion, reading readiness, num- bers readiness, classroom be- havior.	Identifies areas of academic skill, states specific educational deficits.
Bayley Scales of Infant Development Bayley, N.	Psychological Corporation 1969	2 mo.-2½ yrs.	Diagnostician (with mother present) 45 min.	Individual Normed 2-30 months Developmental Standardized	Mental/motor scale provides evaluation of infant's early mental and psychomotor devel- opment, and 30 behavioral ratings.	Assesses child's current status.
Boehm Test of Basic Concepts (BTBC) Boehm, A.E.	Psychological Corporation 1969	4 yr.-8 yrs.	Teacher Diagnostician 30-40 min.	Individual or small group Norm referenced Standardized	Non-verbal, measures mastery of concepts considered necessary for achievement in first year of school. Pictorial multiple- choice: quantity and number, space, time, miscellaneous (Spanish Edition available)	Help identify children with deficiencies in an areas and serve as cur- riculum guide for hands- on activities.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
California Preschool Social Competency Scale Levine, S., Elzey, F. Lewis, M.	Consulting Psychologists Press 1969	Ages 2½-5½	Teacher Variable	Individual Developmental	Teacher's rating scale, devised for diagnosis, placement or measurement of young child's develop- mental progress.	Useful as indicator for additional testing.
Coping Analysis Schedule for Education- al Settings (CASES) Spaulding, R.	Educational Improvement Program Duke University Durham, N.C.	Ages 2-16	Trained examiner Timed ob- servations	Individual Observation No norms available	13 categories of "coping" behavior which are catego- rized on the basis of descrip- tive statements.	Useful as a means of measuring change in a process of socialization; feedback on effectiveness of specific techniques of classroom management and instruction.
Cattell Infant Scale Cattell, J. P.	Psychological Corporation 1940	2 mo.-5 yrs.	Psychologist, Diagnostician Periodically	Individual test of intelligence Standardized	Test items cover observation and performance tasks scaled on monthly (2-12 mo.) bimonth- ly (13-24 mo.) and quarterly (3-5 yrs.) basis.	Can assist parents, teach- ers, research in determin- ing age level mental de- velopment.
CIRCUS Anderson, Bogatz, Draper, Jungeblut, Sidwell, Ward, Yates	Educational Testing Service 1974	Preschool and K 4 yr.-6 yr.	Teacher, Psychologist 10-15 min. per subtest	Individual or small group Diagnostic- Percentile norms, 4-6 years	Designed to illuminate spe- cific skills and character- istics of pre-primary child- ren; 16 subtests covering language, perception informa- tion processing and exper- ience, divergent production, interest, test taking behavior, educational environment; teacher questionnaire; sentence report from scores.	Provides information to teachers and administra- tors about the competen- cies or pre-primary child- ren in ways that make it possible to plan instruc- tional program from knowl- edge about levels of com- petency.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Cognitive Skills Assessment Battery Boehm, A., and Slater, B.	Teachers College Press 1974	3 yr.-6 yr.	Teacher, Aide 45-60 min.	Individual Developmental Criterion- referenced	Provides profile of child's cognitive strengths and weaknesses; areas include: coordination, discrimination, memory, comprehension, con- cept formation, orientation and familiarity with envi- ronment.	Pre- and post-test evaluation, curricula planning.
Denver Articulation Screening Exam (DASE) Drumwright, A.F.	LADOCA Project and Publishing Foundation, Inc. 1973	2.6 mo.-7 yr.	Teacher, Diagnostician 5 min.	Individual Developmental Standardized	Assesses articulation de- velopment of young child; measures ability to repro- duce sound elements and con- versation.	Provides initial measures for possible additional testing.
Denver Developmental Screening Test (DDST) Frankenburg, W.K., Dobbs, J.B.	LADOCA Project and Publishing Foundation, Inc. 1970	0-6 yrs.	Trained thera- pist or educa- tor 10-20 min.	General Developmental Screening Standardized norms, 2 wk.-6.4 yr.	Uses series of developmental tasks, not an intelligence measure, 4 subtest areas: social-personal, fine motor- adaptive, language, gross motor.	Early identification of developmental or behavior- al problems.
Developmental Activities Screening Inventory (DASI) DuBose, R. and Langley, M.G.	Teaching Resources 1977	6 mo.-60 mo.	Classroom teacher, Psy- chologist 30 min.	Individual Developmental Standardization findings not com- plete to date	Non-verbal, informal screening measure, 55 test items: fine motor coordination, cause- effect, means-end relation- ships, association number con- cepts, size discrimination, seriation.	From analysis of failed items, a simple instruc- tion program can be formu- lated, may be useful with non-verbal, bilingual, deaf or blind.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Developmental Indicator for the Assessment of Learning (DIAL) Mardell, C. and Goldenberg, D.	DIAL, Inc. 1972	2.6-5.6 yrs.	Teacher, Diagnostician, Trained non- professional 30 min.	Individual Developmental Standardized norms	Areas measured include: gross motor, fine motor, concepts, communication, scaled scores.	helps identify pre-K children with potential learning problems for follow-up.
The Developmental Profile Alpern, G.D., and Ball, T.J.	Psychological Development Publications 1972	6 mo.-12 yr.	Teachers, Psychologist, Social workers, Medical per- sonnel 20-40 min.	Individual Developmental Standardized	Multi-dimensional measure, 217 items covering five de- velopmental areas (physical, self-help, social, academic and communication); skill age scores through interview or administration, half step scales to age 4, full year scales 4-12.	Useful for parent counsel- ing, individual prescrip- tive curriculum, clinical research.
Developmental Test of Visual Motor Integration Berry, K. and Buktenica, N.	Follett 1967	2-15 yrs. Preschool- Grade 3	Teacher 15-20 min.	Individual or Group Normed, 5-13 yrs.	Screens children who may have potential visual or motor behavior problems. Age equiv- alent scores.	Low performance may be indicative of immaturity in vision and/or perceptual skills - or of distraction or lack of experience re- lated to pencil and paper tasks.
Developmental Test of Visual Perception (Revised) Frostig, M.	Consulting Psychology Press, Inc. 1966	3 yr.-8 yr.	Teacher 45 min.	Individual or Group Standardized Normed, 3-5 yrs.	Measures five subfunctions: eye-hand coordination, figure- ground perception, form con- stancy, position in space and spatial relationship.	Diagnostic test of visual- perceptual functions thought to be relevant to school performance, especially reading; de- signed for use with a perceptual motor training program.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Early Detection Inventory McGahar, F.E., and McGahan, C.	Follett 1967	Pre-K, K, 1	Diagnostician Variable	Individual Developmental No norms available	Subtest and interview in areas: social-emotional, motor, intellectual and physical.	Evaluates readiness for successful school ex- perience.
Early Identification Screening Inventory Medvedeff, E.	Mark James Press	5 yr. to Adult	Teacher Ratings	Individual Developmental	Teacher ratings in following areas: visual motor, speech and hearing, physical, visual, psycho-motor and behavior.	Information can indicate need for further assess- ment.
Gessell Developmental Schedules Gessell, A.	Nigel Cox 1940	1 mo.-6 yr.	Diagnostician Variable	Individual Developmental Standardized norms not reported	General inventory assessing developmental level of child- ren in four function areas: motor development, language, adaptive behavior, personal- social adjustment.	Gives overall develop- mental picture.
Goodenough Harris Drawing Test Goodenough, S.L., and Harris, D.	Harcourt, Brace, Jovanovich, Inc. 1963	3 yr.-15 yr.	Diagnostician 10-15 min.	Individual or Group Developmental Standardized Normed, 5-15 yrs.	Assesses cognitive and in- tellectual maturity through analysis of a child's drawing. Subtest: draw-a- man, draw-a-woman, draw-self.	Should be given as part of a test battery; most useful.
Guide to Early Developmental Training Wabash Center for the Mentally Retarded, Inc. (Eds. Tilton, Liska, Bowland)	Allyn and Bacon, Inc. 1972	Infant-5 yrs.	Teacher, Psychologist, Physician Checklist	Individual Developmental	Checklist format, one per section of the Guide: Motor, cognitive, language, self care, number concepts.	Provides feedback immedi- ately, developmental level in each area, and lists specific skills and activ- ities for instruction or prescription.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Houston Test for Language Development Crabtree, M.	Houston Test Co. 1963	6 mo.-3 yrs. 3 yrs.-6 yrs.	Speech Clinician 30 min.	Individual Developmental Standardized Normed 6-36 mos. 3-6 yrs.	Assesses language development in communication behavior, temporal content and syntax, uses manipulative materials for spontaneous speech.	Revision due 1978 with norms for low SES and minorities.
Illinois Test of Psycho-linguistic Abilities (ITPA) Kirk, McCarthy, Kirk	University of Illinois Press 1968	Ages 2-10 yrs.	Clinician 30 min. (approx.)	Individual Visual, Auditory, and Motor Apti- tude Normed 2-10 yrs.	Diagnostic test of specific abilities and learning modes, IQ	Evaluates learning problems for remediation.
Inventory of Readiness Skills (R) Shelquist, J., Breeze, B., Jacquat, B.	Educational Programmers, Inc. 1973	3 yr.-7 yr.	Teacher, Diagnostician	Individual Developmental Standardized norms not available	Measures children's fundamental skill levels prior to formal instruction; subtest: auditory memory, word discrimination, location and direction concepts, color, visual perception, let- ters, letter names, body aware- ness.	Useful in pre-test/post- test structure.
Kraner Preschool Math Inventory Kraner, R.	Learning Concepts 1976	3-6 yrs.	Teacher, Psychologist 30 min.	Individual Criterion-refer- enced	Flipbook format, respond verbally or by pointing, measures quantitative concepts in seven major areas: counting, cardinal numbers, quantities sequence, positional direction- al, geometry, measurement.	Can assist teachers in planning a sequential in- dividualized mathematics program.
Language and Learning Disorders of the Pre- Academic Child Bangs, T.E.	Western Psychological Services 1968	1 mo.-6 yrs.	Diagnostician 75 min.	Individual Developmental	Test battery designed to diagnose, identify, provide information on treatment/ training, and reassessment of language and cognitive develop- ment.	Useful in planning appro- priate curricula activ- ities for diagnosed child.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Learning Accomplishment Profile (LAP-D) Diagnostic Ed. Revised LeMay, Griffin, Sanford	Kaplan Press 1977	6 mo.-7 yrs. 2 forms - Infant Preschool	Teacher or Clinician Checklist	Individual Developmental Criterion- referenced	Non-labeling device to observe and record mastered and emerging skills in fine motor, cognitive, language, gross motor, self- help, checklist format +/-/dates	Information can be used to modify and structure the instructional program accompanying curriculum available.
Lexington Developmental Scale Irwin, Taylor, Coleman	Child Develop- ment Center of UCPB Lexington, Ky. 1974	0-6 yrs.	Teacher, Clinician, Parent 30 min.	Individual Developmental	Measures infant and early childhood development in four areas: motor, language, cognitive, personal and social (checklist)	Scales can be used to assess, plan curricula, evaluate progress and help parents.
McCarthy Screening Test McCarthy, D.	Psychological Corporation 1978	4-6½ yrs.	Teachers, Aide, Diagnostician 20 min.	Individual Intelligence Normed	Assesses in six subtest areas: right-left, orienta- tion, verbal memory, draw-a- design, numerical memory, conceptual grouping, leg coordination.	Children performing poorly are classified "at risk" and in need of further assessment.
Motor Free Vision Perception Test (MVPT) Colarusso, R., Hammill, D., Colarusso, R.P.	Academic Therapy Publication 1972	4-8 yrs.	Teacher, Trained Examin- er 10-15 min.	Individual Developmental Normed criterion referenced	36 items, multiple choice, measures overall visual per- ceptual processing ability, subtest: visual discrimina- tion, figure-ground, spatial relations, visual closure, visual memory.	Practical for screening, diagnostic and research purposes as the test avoids motor involvement.
Move-Grow-Learn (Movement Skills Inventory) Orpet, R.E., Heustes, L.L.	Follett 1971	3-9 yrs.	Teacher, Diagnostician	Individual Developmental	Survey to assess aspects of motor development, coordina- tion and rhythm; agility, strength, speed, balance, flexibility, body awareness.	Survey intended for use with Frostig-Maslow Move- Grow-Learn program.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Feabody Picture Vocabulary Test (PPVT) Dunn, E.	American Guidance Service 1959	2½-18 yrs.	Teacher, Clinician 10-15 min.	Individual Normed IQ/MA scales	Provides an estimate of subjects verbal intelligence through measuring hearing vocabulary - a measure of receptive language.	Use caution in converting receptive language quo- tient to intelligence score - only taps one area of intelligence as measured on comprehensive intelli- gence measures.
Portage Guide to Early Education, Revised Shearer, et al.	Cooperative Educational Service Agency, #2 Portage, Wisconsin 1976	MA range 0-5 yrs.	Teacher or Clinician Checklist	Individual Developmental	Assesses behavior in skill areas: cognition, self- help, motor, language, socialization, developmental checklist.	Assessment and accompany- ing curriculum may be used as comprehensive program basis.
Pre-Academic Learning Inventory Wood, M. Layne, F.M.	Educational Dimensions, Inc. 1975	4 yr. 6 mo.- 6 yr.	Teacher, Diagnostician 30-40 min.	Individual Developmental Criterion- referenced	Provides information regarding special needs, strengths, weaknesses and behavior in nine areas.	Provides profile for purposes of program planning.
Pre-School Attainment Record (PAR) Doll, E.A.	American Guidance Service 1967	6 mo.-7 yrs.	Teacher, Clinician, Parent Interview/ Observation	Individual Developmental No norms available	8 categories: ambulation, manipulation, rapport, communi- cation response, general in- formation, ideation and creativity, physical, social and intellectual functions of child (global appraisal), interview and observation	Provides record of per- formance for educational planning, this measure is a downward extension of the Vineland.
Preschool Inventory (Revised Edition) Caldwell, B.M.	Educational Testing Service 1970	3-6 yrs.	Teacher 15 min. (approx.)	Individual Criterion- referenced Normed 3-65 yrs. Standardized	Measures areas regarded as necessary for success in school, basic concepts, gross and fine motor skills, percep- tions, Spanish Edition avail- able.	One purpose, aims to highlight the degree of disadvantage in children from deprived backgrounds.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ - GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Primary Visual Motor Test Haworth, M.	Western Psychological Services 1970	Ages 4-8 yrs.	Psychologist Variable	Individual Standardized Normed 4-8 yrs.	Measures relative ability with respect to skills necessary for manual repro- duction of visually per- ceived patterns.	Assess visual motor de- velopment and evaluates deviations in visual motor development.
Project CIRCLE Instrument to Assess Pupil Progress Project CIRCLE	Project CIRCLE 1978	Ages 2-6 yrs.	Teacher Checklist	Individual Criterion- referenced	72 item checklist of behaviors on social, emo- tional, physical, intel- lectual and aesthetic de- velopment, scored on per- centage increments	Provides a record of strong and weak areas; can be used for curriculum planning for groups or individual child; useful for parent reports as to growth patterns.
Purdue Perceptual- Motor Survey (PPMS) Roach and Kephart	Charles E. Merrill 1966	5-10 yrs.	Psychologist 60 min.	Individual Standardized Grades 1-4 No norms available	Survey to assess quantita- tively the perceptual motor abilities. Behavioral do- mains sampled are general- ized movement, reflex activities, movement patterns, laterality, per- ceptual-motor match and directionality.	Relationship of percep- tual-motor development to general academic achieve- ment is basic to this survey's design.
Quick Test Ammons, R.B., and Ammons, C.H.	Psychological Test Specialists 1962	2-adult	Diagnostician 7 min.	Individual Standardized norms	Measures vocabulary recog- nition, perceptual distor- tions.	Provides a quick means of obtaining information about perceptual-verbal intelligence.
School Readiness Survey Jordan, F.L. and Massey, J.	Consulting Psychologist Press, Inc. 1973	4-6 yrs.	Parent Checklist	Individual Developmental Percentile norms	Estimate child's readiness for kindergarten; seven subtest survey skills plus general social maturity.	Games and activities in- cluded for use by parents.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Sprigle School Readiness Screening Test Psychological Clinic and Research Center	Learning to Learn School, Inc. 1965	Ages 4½-6 yrs.	Diagnostician Variable	Individual Developmental Standardized Normed by category	Subtest: verbal comprehension, size relationships, visual discrimination, reasoning, number understanding, analogies, information vocabulary, spatial relationships.	Measures extent to which requisite school skills and abilities have been acquired, can be used for quick assessment.
Stanford-Binet Intelligence Scales Terman, L.M. Merrill, M.A.	Houghton Mifflin 1972	2-15 yrs.	Diagnostician Variable	Individual Intelligence Normed	Standardized intelligence measure; year level sections; categories include language, memory, conceptual thinking, reasoning, numerical reasoning, visual motor, social intelligence.	Aids in decision making regarding programming or as sources of information to base further investigation.
Test of Basic Experience (TOBE) Moss	CTB/ McGraw Hill 1975	3-7 yrs.	Teacher, Diagnostician 25 min. per section	Small group Developmental Standardized norms, 3-7	Battery of 5 tests: general concepts, mathematics, language, science, social studies.	Indicates how well child's experiences have prepared him for many scholastic activities to be encountered in first years of school.
Test of Language Development (TOLD) Newcomer, D. and Hamill, D.	Empiric Press 1977	4-0 to 8-11	Teacher, Psychologist, Diagnostician 40 min.	Individual Normed	Measures selected aspects of semantics, syntax and phonology. Subtest in each area oral vocabulary, picture vocabulary, grammatic understanding, sentence imitation, grammatic completion, word articulation, work discrimination.	Teacher provided with indication of child's language competencies in relation to peers; comparative index of strengths and weaknesses for planning additional diagnosis and teaching.
Thomas Self- Concept Values Test Thomas, W.	Educational Services Co. 1967	Ages 3-9 yrs.	Diagnostician 10-15 min.	Individual No norms available	Factors examined include happiness, size, sociability, ability for sharing, male acceptance, fear of things, fear of people, strength, cleanliness, health, attractiveness, material independence.	Total self-concept score, scores for sub-test.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Utah Test of Language Develop- ment Mecham, M.J., Jex, J.L. and Jones, J.D.	Communication Research Association 1967	9 mo.- 16 yr.	Clinician 30-45 min.	Individual Developmental Standardized norms, 1.5-14.5	Measures expressive and receptive language using developmental approach to language appraisal.	Shorter version to be considered for testing large groups.
Verbal Language Development Scale Mecham, M.	American Guidance Services, Inc. 1971	1 mo.-16 yr.	Teacher, Diagnostician 30 min.	Individual Developmental Standardized norms	Used to measure performance on verbal tasks; extension of communication section of Vineland Social Maturity Scale; child and parent interviews.	Provides language age equivalent.
Vineland Social Maturity Scale Doll, E.	American Guidance Services, Inc. 1965	1 mo.-adult	Teacher, Diagnostician, Parent 30 min.	Individual Developmental Standardized norms	Assesses level of social maturity, competence and independence; areas - self-direction, self-help, communication, socializa- tion, locomotion, occupa- tion.	Knowledge of social age of child can aid in planning appropriate activities for positive growth.
Weschler Intelligence Scale for Children - revised (WISC-R) Weschler, D.	Psychological Corporation 1949	To age 15	Trained clinician, Psychologist 60 min.	Individual Test of Intelligence Normed,	Measures general intelligence.	May compare verbal and performance abilities of children, obtain general indication of expected skill level.
Weschler Preschool and Primary Scale for Intelligence (WPPSI) Weschler, D.	Psychological Corporation 1963	Preschool to ages 4- 6.5	Trained clinician, Psychologist 50-75 min.	Individual Test of Intelligence Standardized Normed, 4-6.5	Subtests score verbal and performance with manipulation.	To help determine readi- ness level and exposure of children to certain types of knowledge.

NAME OF MEASURE/ AUTHOR	PUBLISHER	AGE/ GRADE LEVEL	ADMINISTRATOR/ TIME	TEST TYPE	AREAS MEASURED	TEACHER USAGE
Winter Haven Perceptual Forms Test	Lion's Club 1963	4-9 yrs.	Teacher, Parent 5 min.	Individual Developmental Norms not available	Identifies sensory motor problems by evaluating child's reproduction, organ- ization and angulation through copying geometric forms.	Handbook available for teachers for testing and training.
Yellow Brick Road Kollstrom, C.	Learning Concepts 1975	5-6 yrs.	Teacher, Diagnostician, Parent, Aide	Individual or Small Group Developmental Norms not available	Screening test to identify strengths and weaknesses in preschool children; four batteries - motor, visual, auditory, language.	Identify in ividual or group needs for curricula planning, additional referral.

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR				AGE RANGE	TIME	CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other			General	Language	Perceptual-Motor	Social-Emotional	Other
Assessment Program of Early Learning Levels (APPEL)	X	X	X				4.6-7 yrs.	40 min.	X				
Basic Concept Inventory (BCI)	X		X	X			3-10 yrs.	20 min.	X				
Basic School Skills Inventory (BSSI)	X		X				4-7 yrs.	15-20 min.	X				
Bayley Scales of Infant Development	X			X			2 mo.-2.6 yrs.	45 min.	X				
Boehm Test of Basic Concepts	X	X	X	X			4-8 yrs.	30-40 min.	X				
California Preschool Social Competency Scale	X		X				2.6-5.6 yrs.	rating scale				X	
Coping Analysis Schedule for Educational Settings (CASES)	X			X			2-16 yrs.	observation checklist				X	

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR				AGE RANGE	TIME	CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other			General	Language	Perceptual-Motor	Social-Emotional	Other
Cattell Infant Scale	X			X			2 mo.-5 yrs.	periodically					X
CIRCUS	X	X	X	X			4-6 yrs.	10-15 min. per subtest	X				
Cognitive Skills Assessment Battery	X		X			X	3-6 yrs.	45-60 min.	X				
Denver Articulation Screening Exam (DASE)	X		X	X			2.6-7 yrs.	5 min.		X			
Denver Developmental Screening Test (DDST)	X			X			0-6 yrs.	10-20 min.	X				
Developmental Activities Screening Inventory (DASI)	X		X	X			6 mo.-5 yrs.	30 min.	X				

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR				AGE RANGE	TIME	CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other			General	Language	Perceptual-Motor	Social-Emotional	Other
Developmental Indicators for the Assessment of Learning (DIAL)	X		X	X		X	2.6-5.6 yrs.	30 min.	X				
Developmental Profile	X		X	X			6 mo.-12 yr.	20-40 min.	X				
Developmental Test of Visual Motor Integration	X	X	X				2-15 yrs.	20 min.			X		
Developmental Test of Visual Perception (revised)	X						3-8 yrs.	45 min.			X		
Early Detection Inventory	X			X			3-6 yrs.	variable	X				
Early Identification Screening Inventory	X		X				5-adult	ratings	X				

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR						CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other	AGE RANGE	TIME	General	Language	Perceptual-Motor	Social-Emotional	Other
Gessell Developmental Schedules	X			X			1 mo.-6 yr.	variable	X				
Goodenough-Harris Drawing Test	X			X			3-15 yrs.	10-15 min.					X
Guide to Early Developmental Training (Wabash Project)	X		X	X			0-8 yrs.	checklist	X				
Houston Test for Language Development	X			X			6 mo.-3 yrs. 3 yrs.-6 yrs.	30 min.		X			
Illinois Test of Psycho- linguistic Abilities (ITPA)	X			X			2-10 yrs.	30 min.	X				
Inventory of Readiness Skills (revised)	X		X	X			3-7 yrs.	checklist	X				

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR				AGE RANGE	TIME	CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other			General	Language	Perceptual-Motor	Social-Emotional	Other
Kraner Preschool Math Inventory	X		X	X			3-6 yrs.	30 min.					X
Language and Learning Disorders of the Pre-Academic Child	X			X			1 mo.-6 yrs.	75 min.		X			
Learning Accomplishment Profile (LAP-D)	X		X	X			6 mo.-7 yrs.	checklist	X				
Lexington Developmental Scale	X		X		X		0-6 yrs.	checklist	X				
McCarthy Screening Test	X		X	X		X	4-6½ yrs.	20 min.	X				
Motor Free Vision Perception Test (MVPT)	X		X	X			4-8 yrs.	10-15 min.			X		
Move-Grow-Learn (Movement Skills Inventory)	X		X	X			3-9 yrs.	observation			X		

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR						CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other	AGE RANGE	TIME	General	Language	Perceptual-Motor	Social-Emotional	Other
Peabody Picture Vocabulary Test (PPVT)	X		X	X			2.5-18 yrs.	10-15 min.		X			
Portage Guide to Early Education (revised)	X		X	X			0-5 yrs. (MA)	checklist	X				
Pre-Academic Learning Inventory	X		X	X			4.6-6 yrs.	30-40 min.	X				
Preschool Attainment Record (PAR)	X		X	X			6 mo.-7 yrs.	interview/ observation	X				
Preschool Inventory	X		X	X			3-6 yrs.	15 min.	X				
Primary Visual Motor Test	X			X			4-8 yrs.	variable			X		
Project CIRCLE Pupil Assessment	X		X	X			2-6 yrs.	checklist	X				

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR						CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other	AGE RANGE	TIME	General	Language	Perceptual-Motor	Social-Emotional	Other
Purdue Perceptual Motor Survey (PPMS)	X			X			5-10 yrs.	50-60 min.			X		
Quick Test	X			X			2-adult	10 min.	X				
School Readiness Survey	X				X		4-6 yrs.	checklist	X				
Sprigle School Readiness Screening Test	X			X			4.5-6 yrs.	variable	X				
Stanford-Binet Intelligence Scale	X			X			2-15 yrs.	variable					X
Test of Basic Experiences (TOBE)	X	X	X	X			3-7 yrs.	25 min. per section	X				
Test of Language Development (TOLD)	X		X	X			4-9 yrs.	40 min.		X			

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR				AGE RANGE	TIME	CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other			General	Language	Perceptual-Motor	Social-Emotional	Other
Thomas Self Concept Values Test	X			X			3-9 yrs.					X	
Utah Test of Language Development	X			X			9 mo.-16 yrs.	40 min.		X			
Verbal Language Development Scale	X		X	X			1 mo.-16 yrs.	30 min.		X			
Vineland Social Maturity Scale	X		X	X	X		1 mo.-adult	30 min.				X	
Weschler Intelligence Scale for Children - Revised (WISC-R)	X			X			to 15 yrs.	60 min.					X
Weschler Preschool and Primary Scale of Intelligence (WPPSI)	X			X			4-6.5 yrs.	50-75 min.					X

ALPHABETICAL LISTING OF TEST MEASURES	TYPE		ADMINISTRATOR						CONTENT AREA				
	Individual	Group (Small)	Teacher	Diagnostician	Parent	Other	AGE RANGE	TIME	General	Language	Perceptual-Motor	Social-Emotional	Other
Winter Haven Perceptual Forms Test	X		X		X		4-9 yrs.	5 min.			X		
Yellow Brick Road	X	X	X	X	X		5-6 yrs.	variable	X				

Subject Listing of Test Measures

General

Assessment Program of Early Learning Levels (APELL)
Basic Concept Inventory (BCI)
Basic School Skills Inventory (BSSI)
Bayley Scales of Infant Development
Boehm Test of Basic Concepts
CIRCUS
Cognitive Skills Assessment Battery
Denver Developmental Screening Test (DDST)
Developmental Activities Screening Inventory (DASI)
Developmental Indicators for the Assessment of Learning (DIAL)
Developmental Profile
Early Detection Inventory
Early Identification Screening Inventory
Gesell Developmental Schedules
Guide to Early Developmental Training (Wabash Project)
Illinois Test of Psycholinguistic Abilities (ITPA)
Inventory of Readiness Skills (revised)
Learning Accomplishment Profile (LAP-D)
Lexington Developmental Scale
McCarthy Screening Test
Portage Guide to Early Education (revised)

Pre-Academic Learning Inventory
Preschool Attainment Record (PAR)
Preschool Inventory
Project CIRCLE Pupil Assessment
Quick Test
School Readiness Survey
Sprigle School Readiness Screening Test
Test of Basic Experiences (TOBE)
Yellow Brick Road

Language

Denver Articulation Screening Exam (DASE)
Houston Test for Language Development
Language and Learning Disorders of the Pre-Academic Child
Peabody Picture Vocabulary Test (PPVT)
Test of Language Development (TOLD)
Utah Test of Language Development
Verbal Language Development Scale

Perceptual-Motor

Developmental Test of Visual Motor Integration
Developmental Test of Visual Perception (revised)
Motor Free Vision Perception Test (MFVPT)
Move-Grow-Learn (Movement Skills Inventory)
Primary Visual Motor Test

Purdue Perceptual Motor Survey (PPMS)

Winter Haven Perceptual Forms Test

Social-Emotional

California Preschool Social Competency Scale

Coping Analysis Schedule for Educational Settings (CASES)

Thomas Self Concept Values Test

Vineland Social Maturity Scale

Other

Cattell Infant Scale

Goodenough-Harris Drawing Test

Kraner Preschool Math Inventory

Stanford-Binet Intelligence Scale

Weschler Intelligence Scale for Children - Revised (WISC-R)

Weschler Preschool and Primary Scale of Intelligence (WPPSI)

Further References on Testing

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- Wallace, G. and Larson, S. *Educational Assessment of Learning Problems*, Boston: Allyn and Bacon, 1978.

List of Test Publishers

- Academic Therapy Publications, 1539 Fourth Street, San Rafael, California
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- Child Development Centers of U.C.P.B., P.O. Box P003, 465 Springhill Drive,
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- Consulting Psychologists Press, Inc., 577 College Avenue, P.O. Box 11636,
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Mark James Press, 1568 West Exchange Street, Akron, Ohio 44313

Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216

Nigel Cox, 69 Fawn Drive, Cheshire, Connecticut 06410

Priority Innovations, Inc., P.O. Box 792, Skokie, Illinois 60076

Project CIRCLE, School Board of Alachua County, 1817 East University Avenue, Gainesville, Florida 32601

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Psychological Development Publications, P.O. Box 3198, Aspen, Colorado 81611

Psychological Test Specialists, Box 1441, Missoula, Montana 59801

Teacher's College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027

Teaching Resources Corporation, 100 Boylston Street, Boston, Massachusetts 02116

University of Illinois Press, University of Illinois, Urbana, Illinois 61801

Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025

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